

## Request for Proposals

### Evaluation Study of the California 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens ("21<sup>st</sup> Century High School ASSETs") Program

ADVERTISEMENT DATE  
March 19, 2003

LETTER OF INTENT DUE DATE:  
April 23, 2003, 10 a.m.

PROPOSAL DUE DATE:  
May 20, 2003, 10 a.m.

California Department of Education  
Learning Support and Partnerships Division  
After School Partnerships Office  
1430 N Street, Suite 6408  
Sacramento, CA 95814

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**Attachments and Appendix Items**  
**Available on the California Department of Education Web site**  
**<[www.cde.ca.gov/afterschool](http://www.cde.ca.gov/afterschool)>**

DIRECTORY OF RFP, ATTACHMENTS, AND APPENDIX ITEMS AVAILABLE ON THE  
CALIFORNIA DEPARTMENT OF EDUCATION WEB SITE

[<www.cde.ca.gov/afterschool>](http://www.cde.ca.gov/afterschool)

RFP Evaluation Study of the California 21<sup>st</sup> Century High School ASSETs Program

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RFP APPENDIX ITEMS

Appendix 1	Letter of Intent to Submit Proposal/Bid for Evaluation of California 21 <sup>st</sup> Century High School After School Safety and Enrichment for Teens (ASSETs) Program.
Appendix 2	"Features of Positive Developmental Settings," Table ES-1, Executive Summary, Community Programs to Promote Youth Development. National Research Council (2002). Washington, DC: National Academy Press, <a href="http://www.nap.edu/execsumm/0309072751.html">&lt;www.nap.edu/execsumm/0309072751.html&gt;</a> .
Appendix 3	Grant Awards for California 21 <sup>st</sup> Century High School After School Safety and Enrichment for Teens (ASSETs) Program; <a href="http://www.cde.ca.gov/afterschool">&lt;www.cde.ca.gov/afterschool&gt;</a> .
Appendix 4	2002 version, RFA for 21 <sup>st</sup> CCLC for High School, CDE; (posted for purposes of this RFP only, <a href="http://www.cde.ca.gov/afterschool">&lt;www.cde.ca.gov/afterschool&gt;</a> ).
Appendix 5	AB 1984 (Steinberg, 2002), the Act to add Article 19 (commencing with Section 8420) to Chapter 2 of Part 6 of the Education Code, relating to after school programs; locate at <a href="http://www.leginfo.ca.gov">&lt;www.leginfo.ca.gov&gt;</a>

**Evaluation Study of the 21<sup>st</sup> Century High School After School  
Safety and Enrichment for Teens (“California 21<sup>st</sup> Century High School ASSETs”)**

**Letter of Intent Due Date: April 23, 2003, by 10:00 a.m.**

**Proposal Due Date: May 20, 2003, by 10:00 a.m.**

**I. PURPOSE**

Through this Request for Proposals (RFP), the California Department of Education (CDE) is seeking proposals from eligible bidders to conduct an independent evaluation of the impact of the 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens (“21<sup>st</sup> Century High School ASSETs”) Program. As part of this evaluation contract, the contractor will also collaborate with CDE and the grantees in the design and development of the local grantee reporting process (required quarterly and annually). The references to the legal authority for the evaluation, based on AB 1984 (Steinberg, 2002) and SB 1478 (McPherson, 2002), are available at <[www.leginfo.ca.gov](http://www.leginfo.ca.gov)>, and read as follows:

**Education Code Section 8428**

The State Department of Education shall order an independent evaluation of the program funded pursuant to this article to be prepared and submitted to the Legislature. The evaluation shall include a comparison of outcomes for participating pupils and similarly situated pupils who did not participate in the program. An interim evaluation shall be submitted to the Legislature 180 days after the completion of the second year of the program, and a final evaluation shall be submitted 180 days after the completion of the third year of the program.

**Education Code Section 8484.8 (h)**

An evaluation of the program funded pursuant to this subdivision shall be submitted no later than 180 days after the completion of the second year of the program. The State Department of Education shall provide the results of that evaluation and work with the Legislature, the Department of Finance, program providers and other interested parties to adopt or restructure a high school after school program for California that is both programmatically and fiscally sound.

**Education Code Section 8425(a)**

Of the funds appropriated for the program in the first year, two hundred fifty thousand dollars (\$250,000) shall be allocated to the State Department of Education to conduct a three-year evaluation of the programs established pursuant to this article and to make recommendations for future program expansion.

The evaluation contract will commence approximately June 16, 2003, and end about December 31, 2006. (Note: For the purposes of this evaluation study only, Year One of implementation shall be deemed to be May 2003-June 2004.) The annual reports for this evaluation study will be due by October 15, 2004, and December 1, 2005, respectively,

with the final 21<sup>st</sup> Century High School ASSETs Three-Year Performance Evaluation due by December 1, 2006. A total of \$250,000 is budgeted for this evaluation study of the first three years of operation of the ASSETs Program.

The evaluation study will provide information to the Superintendent of Public Instruction, CDE, the Governor's Office, the State Legislature and other interested parties about the issues below for decision and policy making. The design of the grantee reporting process will allow for the collection of identical data to facilitate aggregated findings for the state study. Therefore, work in collaboration with CDE in the design and development of the required local grantee reporting process is an integral part of the evaluation study contract and must also address the following issues:

- 21<sup>st</sup> Century High School ASSETs Program's impact on participants' academic performance, including performance on the high school exit exam and standards-aligned assessments, course completion and graduation rates, and regular school attendance and attendance patterns in the ASSETs projects.
- 21<sup>st</sup> Century High School ASSETs Program's positive impact on participants' behavior, including in-school behavior indicators, and impact on youth developmental needs.
- Common characteristics of 21<sup>st</sup> Century High School ASSETs grantee projects relative to design, implementation, and approaches in relation to the required components and the selection criteria (Education Code Sections 8420-8428).
- Extent to which the grant funding structure for the 21<sup>st</sup> Century High School ASSETs Program "is both programmatically and fiscally sound" in relation to local project budget and program design, project improvements, and the level of active participation by targeted students.

## **II. BACKGROUND**

This section consists of three parts. The first is a program description of 21<sup>st</sup> Century High School ASSETs and its key elements. The second describes the general reporting requirements for 21<sup>st</sup> Century High School ASSETs grantees to be integrated into the state evaluation study being solicited by this RFP. The third describes other available information and data resources that may be useful to bidders.

### **A. PROGRAM DESCRIPTION**

The 21<sup>st</sup> Century High School ASSETs program is part of the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program, authorized under Title I, Part I of the Elementary and Secondary Education Act. The 21<sup>st</sup> CCLC program received its first appropriation of \$1 million at its inception in 1996. Since then, more than \$1.5 billion in 21<sup>st</sup> CCLC funding has been committed to provide grants to public schools or consortia of schools to enable them—with the assistance of community partners—to establish community education centers to keep children safe in the after school hours, and to provide academic enrichment, homework centers and tutors, and a range of cultural, developmental, and recreational opportunities.

The No Child Left Behind Act of 2001, signed into law on January 8, 2002, by President Bush, transferred administration of the 21<sup>st</sup> CCLC program to individual State Educational Agencies. This shift represents a significant opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The passage of the No Child Left Behind Act of 2001 significantly amended the Elementary and Secondary Education Act to expand state and local accountability and flexibility, and to stress the adoption of research-based practice. As a result, this newly released 21<sup>st</sup> CCLC program is substantially different from its federally administered predecessor.

California's 21<sup>st</sup> Century Community Learning Centers program focuses on helping children and youth in schools serving high-poverty areas succeed academically through the use of scientifically based practice and extended learning time. The federal law provides *principles of effectiveness* to guide local grantees to identify and implement programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and, if appropriate, be based on scientific research (see the Request for Application, RFA 2002, Appendix 4; *principles of effectiveness* are listed on page 5 of RFA).

Under the new program, grantees are required to provide opportunities for academic enrichment as well as a broad array of additional services to reinforce and complement the academic program. These academic and other enrichment activities are expected to help students who attend schools in need of improvement to meet state and local standards in the core content areas, such as reading, math and science. In addition, the new program requires grantees to provide family literacy services to those schools/sites that identify such a need for families of 21<sup>st</sup> CCLC students where existing resources (e.g., funding for Title III federal programs, adult education, community college, and Even Start) are not available and/or sufficient to serve these families.

#### Overall Funding/Number of Projects

The 21<sup>st</sup> Century High School ASSETs program is the high school portion of California's state-administered 21<sup>st</sup> CCLC program. The State Budget provides \$2.5 million for the 21<sup>st</sup> Century High School ASSETs program. See Appendix 4 for the 2002 Request for Application (RFA) for high school after school programs to which the grantees responded. AB 1984 requires that this funding be used to establish a minimum of 10 high school after school projects to serve pupils in grades 9 to 12, inclusive (see Appendix 3 for list of grant awards distributed March 2003).

#### Grant Length and Amount

The ASSETs program offers five-year grant awards, subject to annual reporting and grant recertification as required by CDE. After three years of funding, the program may be restructured, and grantees shall be eligible for fourth and fifth year funding consistent with any restructured requirements. The size of a grant award may range from a minimum award of fifty thousand dollars (\$50,000) per year to a maximum of two hundred fifty thousand dollars (\$250,000) per year. The final grant award amounts have been adjusted minimally in proportion to average daily attendance of school(s) to be served in each

winning proposal (see Appendix 3, the list of high school grant awards, on the CDE Web site at <[www.cde.ca.gov/afterschool](http://www.cde.ca.gov/afterschool)>).

Required Components of California High School ASSETs Program (Education Code 8421 (b) (1), (2))

- 1) An academic component that shall include, but need not be limited to, at least one of the following: preparation for the high school exit examination, tutoring, homework assistance, or college preparation, including information about the Cal Grant Program established pursuant to Article 3 (commencing with Section 69530) of Chapter 2 of Part 42 of the Education Code. The assistance shall be aligned with the pupils' regular academic programs.
- 2) An enrichment activities component that may include, but not be limited to, community service, career and technical education, job readiness, opportunities for mentoring and tutoring younger pupils, service learning, arts, computer and technology, physical fitness, and recreation activities.

Program Timing

Project hours and days of project operation shall be locally determined through the 2004-05 fiscal year. Projects have the option of operating after school only or after school and any combination of before school, weekends, summer, intersession, and vacation (Education Code Section 8422 (d)). The CDE may establish requirements related to the hours and days of project operation (Education Code Section 8421 (c)).

Project Location

Projects may operate on a school site or on another site named within the original grant application process for review by CDE. Sites named in the original grant application other than the school site(s) must be at least as available and accessible as if the program were conducted on the school sites. Safe transportation must be available to transport participating pupils to the alternative site if necessary.

Funding Priority and Selection Criteria

Priority for funding is given to grant projects that propose to serve pupils from schools whose scores on the Academic Performance Index (API) are ranked in the lowest three deciles (Education Code Section 8422 (a)). Also of interest to this study is the relationship to results of the following selection criteria emphasized in Education Code Section 8423 (b) (1-13):

- (1) Strength of the educational component and alignment with state academic standards, preparation for the high school exit examination, and other academic interventions.
- (2) Quality of the enrichment component.
- (3) Strength of staff training and development component and degree to which staff training is integrated with training of regular school day staff.
- (4) Scope and strength of collaboration, including demonstrated support of the principal and staff from participating schools.

- (5) Completion of a needs assessment in which pupils express which activities or programs are most desired by them. The needs assessment shall be conducted with a representative group of pupils reflective of the ethnicity and academic standing of the student body of the school.
- (6) Scope and quality of actions taken to solicit input on program design from, and to assess the needs of, pupils considered at risk or in need of academic support.
- (7) Strength of plans to attract pupils, particularly pupils considered at risk or in need of academic support, on a regular basis.
- (8) Demonstrated capacity to administer a successful high school after school program.
- (9) Availability of after school programs at elementary and middle schools attended by pupils from participating schools for purposes of continuity and linkages among programs.
- (10) Access to and availability of computers and technology.
- (11) Inclusion of a nutritional snack.
- (12) Capacity to respond to program evaluation requirements.
- (13) Demonstrated fiscal accountability.

#### B. GRANTEE REPORTING REQUIREMENTS

As described in the Request for Applications (RFA, 2002; see Appendix 4) and Education Code Section 8427, grantees must satisfy reporting requirements. (Note: The required, local reporting process will be designed in a collaborative process involving CDE, the contractor, and the grantees. The grantees' quarterly attendance and annual evaluation reports to CDE will be integrated into the state evaluation study, as described in Education Code 8427 and RFP Section III.

#### Outcome-Based Data

Each grantee must satisfy certain quarterly and annual reporting requirements. The design of the grantee reporting process will allow for the collection of identical data to facilitate aggregated findings for the state study. The grantees will report local outcome-based data required from all ASSETs projects as well as other outcomes that match their local project design and evaluation (see evaluation requirements within in the 2002 Grant RFA, Appendix 4 and Education Code 8427).

The first evaluation report (due September 2003) will summarize baseline data required in the needs assessment outlined in the RFA proposal. In addition, the first evaluation report will provide a summary of the start-up of the project and clarification of the local goals and outcomes relative to the needs of the student community (described in the first bullet below). The ongoing, required local grantees' reporting process will be designed to gather indicators of project quality and outcome measures for academic performance, attendance, and in-school behavior, including but not limited to:

- Qualitative data describing the project including clarification of original goals and measures of improvements, operational changes, staffing, efforts to integrate a youth development approach within project strategies and practices, discussion of how the project is meeting its objectives, and how the grant funding structure is impacting the programmatic and fiscal qualities of the program;
- Data regarding performance on the high school exit exam;



- Student-level data regarding attendance and enrollment in the regular school day program for active participants in the ASSETs project;
- Student-level data regarding course completion and graduation rates, to the extent possible;
- Student-level data from the annual Standardized Testing and Reporting (STAR) program;
- School and program level data relative to youth developmental needs (including the California Healthy Kids Survey modules, "Core" and "Resilience & Youth Development," referenced in the original grant RFA, Appendix 4; also see Section II. C. below).

#### Patterns of Attendance Data—to be Reported to CDE Four Times Annually

As described in the 21<sup>st</sup> CCLC High School Request for Applications (RFA) and AB 1984 (Steinberg, 2002), each project shall report to CDE the following data for each calendar quarter:

- 1) Number of pupils served in the ASSETs projects on a regular basis and the extent of active pupil participation;
- 2) Average hours of attendance per pupil;
- 3) Percentage of pupils who attend the project
  - a. Less than three days a week,
  - b. Three days a week exactly, and
  - c. More than three days a week;
- 4) The extent to which the project attracts active participation by students targeted in the original project proposal (i.e., students considered in need of academic support and/or at risk of not completing high school)

#### CDE Adjustment of Grant Funding

Attendance data and annual grantee evaluation reports will be used in the CDE determination of continuing levels of grant funding for each grantee (Education Code Section 8426 (b)).

#### Participation in Regular Meetings of the Grantees Convened by CDE

CDE will convene leadership teams representing all pilot projects for regular, quarterly meetings of the ASSETs Program. These meetings will be dedicated to shared learning through the investigation of relevant, research-based practices and resources, and to the development of promising practices within the pilot projects of the ASSETs Program.

#### **C. OTHER BACKGROUND INFORMATION AND DATA SOURCES:**

Included here are Web-based sources of information to help describe the reform efforts that affect California high schools related to standards, assessments, and accountability policies and practices, most of which are found within the CDE Website (<[www.cde.ca.gov](http://www.cde.ca.gov)>) by using the A-Z search function:

Overview, Assessment and Accountability - [www.cde.ca.gov/board/assessment/](http://www.cde.ca.gov/board/assessment/)

#### **STANDARDS:**

California State Standards, Curriculum Frameworks - [www.cde.ca.gov/cfir/](http://www.cde.ca.gov/cfir/)

Content Standards, (grades K -12), adopted by the State Board of Education, are the basis for the curriculum frameworks, which are blueprints for implementing the content standards in English-Language Arts, Mathematics, History-Social Science, Science, and Visual and Performing Arts.

California Standards Maps for the review of instructional materials for core subject areas (grades 9-12) - [www.cde.ca.gov/cfir/912stmap.html](http://www.cde.ca.gov/cfir/912stmap.html)

#### ASSESSMENTS:

Standardized Testing and Reporting (STAR) - <http://star.cde.ca.gov>

California High School Exit Exam (CHSEE); blueprint of standards - [www.cde.ca.gov/statetests/cahsee/](http://www.cde.ca.gov/statetests/cahsee/)

#### ACCOUNTABILITY:

Public School Accountability Act (PSAA) - [www.cde.ca.gov/psaa/](http://www.cde.ca.gov/psaa/)

Academic Performance Index - <http://api.cde.ca.gov>

CBEDS (California Basic Educational Data System) - see glossary of terms; [www.cde.ca.gov/demographics/reports/index.html](http://www.cde.ca.gov/demographics/reports/index.html)

School Accountability Report Card - [www.cde.ca.gov/ope/sarc/](http://www.cde.ca.gov/ope/sarc/); see data definitions

Title I School and District Profiles - [www.cde.ca.gov/iasa/titleone/](http://www.cde.ca.gov/iasa/titleone/)

Single School Plan for Student Achievement - [www.cde.ca.gov/ccpdiv/singleplan/](http://www.cde.ca.gov/ccpdiv/singleplan/)

Supplemental Educational Services - [www.cde.ca.gov/iasa/titleone/pi/supservices.html](http://www.cde.ca.gov/iasa/titleone/pi/supservices.html)

Data Quest - [www.cde.ca.gov/Dataquest](http://www.cde.ca.gov/Dataquest); use to create school and district reports including API, enrollment, graduates, dropouts, course enrollments, staffing, English Learners, Stanford 9 test data, like-school rankings.

#### OTHER TOPICS RELATED TO REQUIRED COMPONENTS:

Aiming High: High Schools for the 21st Century - [www.cde.ca.gov/shsd/aimhigh/](http://www.cde.ca.gov/shsd/aimhigh/)

California High School Graduation Minimum Requirements - [www.cde.ca.gov/shsd/hsgr/gradreq.html](http://www.cde.ca.gov/shsd/hsgr/gradreq.html)

High School Leadership Division Newsletter - [www.cde.ca.gov/shsd/newsletter/index.htm](http://www.cde.ca.gov/shsd/newsletter/index.htm)

School to Career - [www.cde.ca.gov/shsd/aci/stc002.html](http://www.cde.ca.gov/shsd/aci/stc002.html); also see [www.stc.cahwnet.gov/](http://www.stc.cahwnet.gov/)

Educational Technology - recent report, California Commission on Technology in Learning; [www.cde.ca.gov/edtech/](http://www.cde.ca.gov/edtech/)

California Learning Resource Network (CLRN) - review of standards-aligned, electronic supplemental learning resources; [www.clrn.org](http://www.clrn.org)

Service Learning or CalServe - [www.cde.ca.gov/calserve/keyelements.htm](http://www.cde.ca.gov/calserve/keyelements.htm)

Youth developmental needs, practices, and principles, summarized in study sponsored by the National Research Council - "Features of Positive Developmental Settings," Table ES-1, Executive Summary, Community Programs to Promote Youth Development. National Research Council (2002). Washington, DC: National Academy Press; [www.nap.edu/execsumm/0309072751.html](http://www.nap.edu/execsumm/0309072751.html)

California Healthy Kids Survey - [www.wested.org/hks/chkshome.htm](http://www.wested.org/hks/chkshome.htm)

### **III. SCOPE OF THE 21<sup>ST</sup> CENTURY HIGH SCHOOL ASSETS EVALUATION STUDY AND CONTRACT**

The initial work of the evaluator in undertaking this evaluation contract must be to collaborate with CDE staff and the ASSETs grantees in the development and design of the annual reporting and recertification requirements to which the grantees are subject. The evaluator will contribute to the plans by CDE to train the grantees relative to the development, design, implementation, and use of local reporting requirements to monitor progress and to determine improvements needed. This initial work will be in conjunction with the CDE efforts "... to convene regular meetings among the grantees to provide and to ensure quality program implementation and sustainability, . . ." (Education Code Section 8425 (a) and (b)).

The purpose of the 21<sup>st</sup> Century High School ASSETs evaluation contract is to provide information about the overarching issues delineated in Section I--policies and practices associated with an impact on academic performance, in-school behavior, and youth development outcomes; characteristics of ASSETs Program design; and funding structure. To this end, the CDE has developed major evaluation questions for this study.

The audience for the ASSETs evaluation includes the Governor's Office, the State Legislature, the CDE, schools and school districts, parents, the business community, and other interested evaluators and researchers. To assure the evaluation's responsiveness to these audiences, designated members of the State Advisory Committee for the California AfterSchool Partnership will serve as an advisory group to the evaluation study. The California AfterSchool Partnership is a public-private partnership composed of CDE, The Foundation Consortium, and the Governor's Office of the Secretary for Education.

#### **A. Questions To Be Addressed**

The following central program evaluation questions will guide the contractor in meeting the purposes of the comprehensive 21<sup>st</sup> Century High School ASSETs program evaluation:

#### **1. What is the impact of the 21<sup>st</sup> Century High School ASSETs projects on participating schools, and what benefits do participating students receive?**

Areas of impact and benefit to be evaluated, with a priority given to analysis of data already collected by California high schools and of data collected by CDE, include the following:

- Academic performance (local and all state assessments)
- In-school behavior
- Performance on the California High School Exit Examination
- Course completion and/or graduation rates

- School attendance
- Youth development indicators (including California Healthy Kids Survey data)

**2. To what extent do ASSETs projects address and integrate a youth development approach within the program design and implementation?** As a framework, please refer to the National Research Council publication, "Community Programs to Promote Youth Development," to review the table, "Features of Positive Developmental Settings" (see Appendix 2). Factors to be examined related to youth development opportunities, in addition to California Healthy Kids Survey data, include the following:

- Safety and membership/inclusion/belonging
- Positive and supportive relationships with adults and peers who provide caring communication and guidance
- Meaningful participation including opportunities to serve in leadership roles, serve the community, and work
- Building of real-life skills that promote achievement of the youth's life goals (goal setting for the future, transition to career and work or higher education, work internships, pursuing other areas of interest)
- Improvement in healthy and positive life choices

**3. What factors contribute to the effectiveness of the 21<sup>st</sup> Century High School ASSETs Program as measured in relation to Questions 1 and 2?** Note: See "Indicators" in this RFP Section III. F. for discussion of "effectiveness" for purposes of this evaluation study. The state evaluation will analyze the integration of strategies for the two components, academic assistance and enrichment activities (Education Code Section 8421 (b) (1), (2)); and the relationship of results of the ASSETs Program to the selection criteria emphasized in Education Code Section 8423 (b) (1-13). The factors this evaluation will explore include, but are not limited to, the following:

- Frequency, time, and length of student participation
- Kinds of academic and enrichment strategies in which the students participated
- Characteristics of grantee environments (each school and project location)
- Recruitment, training, deployment, qualifications, and supervision of staff
- Relationships among participating agencies, schools, families, and the community
- Ability to attract and retain students considered at-risk or in need of academic assistance
- Ability to build and expand community partnerships and commitments to fiscal sustainability of project
- Relationship of direct grant funding structure and results of student participation
- Ongoing internal grantee monitoring of project implementation

**4. What unintended consequences have resulted from the implementation of the 21<sup>st</sup> Century High School ASSETs program?** Note: "Unintended consequences" would include both positive and negative impact of the implementation of the variety of 21<sup>st</sup> Century High School ASSETs projects not encompassed by the ASSETs Program objectives and planned outcomes.

B. Evaluation Approach

The contractor must collect and analyze both quantitative and qualitative data in undertaking this study. The contractor must coordinate this work with the CDE contract monitor. The proposal must clearly delineate the data collection and analysis techniques for obtaining the data necessary to answer each of the preceding evaluation questions.

Quantitative and qualitative methodologies appropriate to carry out the contracted independent ASSETs Program evaluation must include, but are not limited to, the following:

- Statistical analysis of pertinent quantitative data, including state and local student assessment data and California Healthy Kids Survey data in relation to local project goals and results of the ASSETs Program;
- Comparison study of pertinent outcomes for participating pupils and similarly situated pupils who did not participate (Education Code Section 8428 quoted on RFP page 4);
- On-site visits to schools, districts, and project sites participating in the 21<sup>st</sup> Century High School ASSETs Program;
- Cost/benefit and/or cost effectiveness analyses, including consequences of the grant funding structure as a direct grant;
- Surveys or questionnaires, if appropriate, to participants in local projects, including students, program leader, fiscal agent, schools, districts, feeder schools, institutions of higher learning, and community based organizations;
- Interviews and/or focus groups with key representatives of fiscal agencies, schools, district administration, students, parents, community members, and community based organizations involved with the ASSETs Program, as well as with CDE staff responsible for administering the program;
- Other methods to be proposed by the evaluator to directly gauge participating youths' experience in ASSETs projects.

In addition, the proposal must explicitly describe:

- a) The degree to which the evaluation questions can or cannot be answered with available data from CDE (see review of resources, RFP Section II, Part C);
- b) The degree to which this state evaluation study can be coordinated with current, local data collection systems and data reported to CDE;
- c) Other proposed data sources to augment those currently collected;
- d) The degree to which the contracted evaluator will provide technical assistance to the members of the ASSETs "learning community" of pilot projects, including the collaborative design and development of data collection methods and logic models to detail how the local projects intend to reach the local outcomes as well as those delineated by statute;
- e) Proposed methods for the identification and measure of strategies referenced in Education Code Section 8421(b) (1) and (2) for the two components, academic assistance and enrichment activities;
- f) Any currently anticipated problems, and their proposed solutions, in conducting the study.

In order for the bidder to include strategies to collect data from agencies and school districts on specific cohorts of students, the bidder must specify the strategies to be used to obtain confidential pupil records, maintain their confidentiality, and dispose of such

information at the conclusion of the evaluation study (see Section VIII, M, Access to Pupil Records; Confidentiality).

**C. Required Coordination with CDE Internal Evaluation Responsibilities and Support to ASSETs Program Grantees**

The evaluator will participate with the CDE staff and grantees in the collaborative design of the required, local grantee reporting process that is to allow for the collection of identical data elements to facilitate aggregated findings for the state study (see Item B, Section II, for grantee reporting requirements). the contractor will coordinate also with CDE staff for any additional, comparable program evaluation data to be collected in relation to central questions of this evaluation study.

**Participation in Regular Meetings Convened by CDE of Grantee Leadership Teams**

CDE will use funds to convene regular, quarterly meetings of ASSETs Program grantee leadership teams. These quarterly meetings will include “training by qualified and experienced personnel” in order to “. . . provide and to ensure quality program implementation and sustainability, . . .” (Education Code Section 8425 (a) and (b)).

CDE and the California AfterSchool Partnership will work with leadership teams from the pilot projects in the design of regular (each quarter) meetings. These joint meetings intend to support this group as a learning community dedicated to the investigation of relevant, research-based practices and resources of value to the effective implementation of extended day learning opportunities of benefit to youth. The sessions will be designated as the “21<sup>st</sup> Century High School ASSETs Learning Community” for the development and understanding of promising practices within the pilot projects for high school youth. The independent evaluator must attend, at his/her own cost, the meetings as part of the evaluation work schedule. The location for these two-day meetings will alternate among communities with pilot projects. The meetings shall provide regular opportunities for the evaluator to collaborate with CDE and grantees on the grantees' required reporting process and to interact with the grantees as a whole in relation to the evaluation study. The evaluator will contribute recommendations to agenda planning.

**D. Roles and Responsibilities of CDE Staff**

CDE expects the contractor to work closely with pertinent CDE staff on this project. The proposal must address how the bidder proposes to collaborate with CDE staff in the CDE tasks listed below:

- Facilitate coordination of the external 21<sup>st</sup> Century High School ASSETs evaluation study with ongoing CDE internal studies related to the after school projects
- Work with the contractor on an ongoing basis to keep the contractor informed of changes in legislation and implementation issues affecting the ASSETs Program and the grantees
- Coordinate access to relevant state data
- Assist in the development of appropriate data collection instruments; review and approve data collection instruments and reporting methods
- Assist in identification of grant projects for any intensive study of specific characteristic(s) as deemed necessary
- Assist evaluator in data collection activities, including activities with the ASSETs Learning Community and fieldwork with school visits, focus groups, etc.

- Review and approve qualitative and quantitative data analyses methods and results
- Participate in evaluation study advisory group meetings
- Monitor the ongoing work of the contractor to ensure contract compliance
- Meet and confer with contractor about study implementation as needed and on a regularly scheduled basis (at least quarterly) as specified in this RFP
- Review and approve contractor's draft and final versions of all required reports

E. The 21<sup>st</sup> Century High School ASSETs Evaluation Study Advisory Group

A subset of the membership California AfterSchool Advisory Committee will be identified by the California AfterSchool Partnership to serve as the advisory group to the evaluation study. The contractor will need to travel on a semi-annual basis to Sacramento to consult for a portion of a day with this evaluation study advisory group. The costs of these meetings will be limited to the contractor's own expenses. These semi-annual meetings (approximately February and August) with the evaluation study advisory group will be held in conjunction with their attendance at the regular meetings of the California AfterSchool Advisory Committee.

The contractor will consult with the advisory group regarding at least the following aspects of the evaluation:

- Data collection instruments and processes for collecting quantitative and qualitative data;
- Schedules for data collection, including integration of data collection within ASSETs "learning community" activities;
- Design of the profile report to be developed for each project and determination of unique characteristic(s) for more intensive investigation from selection criteria (Education Code Section 8423 (b) (1-13)), and
- Draft and final reports and recommendations.

The proposal must include in project timelines sufficient time for the advisory group to review and comment on the interim and final 21<sup>st</sup> Century High School ASSETs Evaluation Reports. The proposal must include a description of how the bidder intends to present information and secure responses from the advisory group.

F. Specific Issues To Be Addressed by Bidders

In responding to the specific evaluation questions of this RFP, the proposal must include detailed information about the following specific issues related to this evaluation study:

All grantees will be included in study. Because of the small number of grantees and high schools involved in the pilot ASSETs Program, the bidder must include all of the ASSETs grant projects and all of the participating schools in this study for both quantitative and qualitative data collection (and see Item C above). In addition, the evaluator may propose to investigate unique characteristics of the local needs assessment, project design and structure, local outcomes, youth development approach, and local strategies in relation to the selection criteria emphasized in statute (Education Code 8423 (b) (1-13)).

Indicators: A bidder will specify the indicators and benchmarks to be used for assessing the "effectiveness" of implementation and results of each grant project in the 21<sup>st</sup> Century High School ASSETs Program, including, but not limited to the grantees' (1) completion of

all required responsibilities and obligations, (2) according to established timelines, (3) for the intended purposes and outcomes. The federal law related to this funding provides *principles of effectiveness* to guide local grantees to identify and implement programs and activities that can directly enhance student learning--activities that must be continuously evaluated using performance measures, and, if appropriate, be based on scientific research (see the "Background" for this RFP, Section II.A.)

Confounding Variables: A bidder must identify and address confounding variables that may affect this study. These may include, but are not limited to, variations in the selection criteria listed in Education Code Section 8423 (b) (1-13), variations in student access to regular school day programs; school and/or district variations in program data collection and reporting techniques and practices; and intervening impact of agreements or practices among the community partners involved with the collaborative design and implementation of an ASSETs Program grant (Education Code 8422 (b)).

Data Limitations: A bidder must address limitations of available data sources that are part of the local and state levels of the California accountability system for addressing the major evaluation questions previously stated. A bidder must also propose data collection strategies that take these limitations into account while providing for an evaluation research design that is rigorous in examining the long-term effects of 21<sup>st</sup> Century High School ASSETs projects on pupils.

#### **IV. GENERAL PROPOSAL INFORMATION**

##### **A. Eligible Bidders**

Public or private corporations, agencies, organizations, or associations may submit proposals to contract for the independent 21<sup>st</sup> CCLC evaluation. Applicants must be legally constituted and qualified to do business within the State of California (registered with the Secretary of State). With the exception of bidders whose legal status precludes incorporation (i.e., public agencies, sole proprietorships, partnerships), bidders that are not fully incorporated by the deadline for submitting proposals will be disqualified.

##### **B. Contract Funding and Time Period**

A total of \$250,000 is budgeted for this study. CDE anticipates that this contract will begin approximately June 16, 2003. The actual starting date of the contract is contingent upon approval of the contract by the Department of General Services. The contract will continue for approximately 42 months, depending on the availability of funds and the contractor's successful contract performance. The CDE reserves the right to cancel the contract at any time before the end of the contract period if it believes the contractor has not performed, or is unable to perform, in accordance with the contract. The contract scope will be amended if actual funding levels are less than anticipated. A thirty-day notice of the preceding changes will be provided.

##### **C. Letter of Intent to Apply**

Proposals will only be accepted for which a Letter of Intent to Apply has been received. The Letter of Intent to Apply must be received by 10 a.m. on April 23, 2003. The signed Letter of Intent to Apply may be mailed, hand-delivered, or faxed (916-319-0221) to:



California Department of Education  
After School Partnerships Office  
ATTN: Judi Brown, Consultant  
1430 N Street, Suite 6408  
Sacramento, CA 95814  
or FAX: (916) 319-0221

**D. No Bidders' Conference**

In lieu of a bidders' conference, CDE will accept questions that are received by the After School Partnerships Office (via mail, or FAX) by 10 a.m., April 23, 2003. The question(s) must be submitted in writing with the formal name and address of the company or organization used on the Letter of Intent to Apply. By April 30, 2003, CDE will make available responses to all bidders who submitted a Letter of Intent by the prescribed time. Use the appropriate letterhead of the bidding company/organization for inquiries about the RFP; include your e-mail and fax number. Direct questions to Judi Brown, Consultant.

**E. RFP Schedule**

March 19	Advertisement for RFP, California State Contracts Register
April 7	Mail and post, < <a href="http://www.cde.ca.gov/afterschool">www.cde.ca.gov/afterschool</a> >
April 23	Letter of Intent to Apply/Bid due to CDE by 10 a.m.
April 23	All questions must be received by 10 a.m.
April 30	Responses to questions provided to bidders
May 20	Proposals due to CDE office by 10:00 a.m.
May 21-23	Review and rating of technical proposals
May 27	Public opening of cost/price proposals at 10 a.m.
May 27-June 2	Five-day posting period
June 2	Notification of the successful bidder at 5:00 p.m.
June 16	Proposed contract start date

**V. CONTRACTOR PRODUCTS AND REPORTS**

Throughout the period of this evaluation study, the CDE contract monitor will maintain an ongoing relationship with the contractor. The contractor must allocate time for monthly teleconference conversations with the contract monitor and for travel costs for work sessions (approximately each quarter) with the CDE staff. To the extent possible in order to minimize travel expenses, these quarterly meetings with CDE staff will be scheduled on the days prior to the quarterly meetings of the leadership teams from the pilot projects (21<sup>st</sup> Century High School ASSETs Learning Community) and/or prior to the semi-annual meetings of the advisory group for the evaluation study.

**A. Required Products and Reports**

The contractor must provide the products, services, and reports listed below to the CDE After School Partnerships Office in both paper and electronic versions. The CDE consultant monitor will work with the contractor to work with the data definitions being developed for the CDE Data Resource Guide. The contractor must furnish all electronic deliverables in a PC compatible format (not Macintosh) able to run in Windows 95, 98, or 2000 and Microsoft Office 97 or 2000:

1. YEAR ONE OF STUDY	2. YEAR TWO	3. YEAR THREE
<p>YEAR ONE*. The contractor must provide the following products and services during the first year of the study:</p> <p>*Note: for purposes of this evaluation study, Year One of implementation by the grantees shall be identified as May 2003-June 30, 2004. This is due to the unavoidable delay in distribution of grant awards and the first year of funding until Spring 2003. However, the fifth year of the grant funds to the pilot projects is 2006-2007.</p>	<p>YEAR TWO* (for purposes of this evaluation study, Year Two July 2004-June 2005). The contractor must provide an interim evaluation report of progress made by ASSETs projects. Products (X) to be submitted to CDE during the year include the following:</p>	<p>YEAR THREE* (July 2005-June 2006). The contractor must provide a final evaluation of progress at the end of the third year of operation. Products (X) to be submitted during the year include the following:</p>
a. All data collection instruments and documentation of collection methods to be used in this phase of the study included within RFP Section III (any revisions must be presented by July 31 of the year)	X	X
b. Any materials intended for use by community based organizations, schools, LEAs, contracted service providers, and fiscal agents participating in the evaluation	X	X
c. A record of relevant data, reports, technical assistance, and research-based resources provided by the contractor as support to the leadership teams of the ASSETs projects, e.g., during the regular meetings of grantees	X	X
d. Quarterly invoices (see Section VIII, Item A) with written annotation of work related to each invoice item	X	X
e. Quarterly work session with contract monitor and written progress reports, including a summary of data and/or issues identified to date (within 45 days after the end of each quarter of the calendar)	X	X

1. YEAR ONE OF STUDY	2. YEAR TWO	3. YEAR THREE
f. Detailed design for the next fiscal year (Year Two) of the evaluation study to collect and analyze data related to the evaluation questions; this product shall include contractor's recommendations for adjustments in the CDE reporting requirements relative to hours and days of operation (Education Code Section 8421(c)). This is due by April 30, 2004.	X  (Due April 30, 2005)	N/A
g. Recommendations by October 15 of this fiscal year for support products for use by current and future ASSETs projects that are aligned with the components, strategies, and desired results of AB 1984, in addition to the profiles for each ASSETs project. (These are to be user-friendly products relevant to the central questions of this evaluation study, and in such forms as implementation guides, review of research-based practices and resources, and criteria for exemplary practices for 21 <sup>st</sup> Century High School ASSETs Program.)	g. Detailed outline of profile for each ASSETs project and other support products as agreed in Item 1.g.; due by October 15, 2005	g. Final version of profile for each ASSETs project and other support products as agreed in Items 1.g. and 2.g.; due by October 15, 2006
h. Due by October 15, 2004, End-of-Year Progress Report on evaluation study, preliminary findings and recommendations for consideration by CDE resulting from analysis of rates of participation reported by projects in relation to hours and days of program operation (Education Code Section 8421(c)).	h. Interim (draft) Evaluation Report on 21 <sup>st</sup> Century High School ASSETs, with all supporting documents (by October 15); to be reviewed by CDE and advisory group.	h. Preliminary (draft) 21 <sup>st</sup> Century High School ASSETs Three-Year Evaluation Report and Recommendations (by Oct. 15, 2006); present to CDE and state advisory group.
N/A	i. Interim (final version) 21 <sup>st</sup> Century High School ASSETs Evaluation Report and Interim Recommendations (by December 1, 2005)	i. Final 21 <sup>st</sup> Century High School ASSETs Three-Year Evaluation Report and Recommendations (by December 1, 2006)

**B. 21<sup>st</sup> Century High School ASSETs Program State Evaluation Reporting Timeline**

The timeline for submission to CDE for major evaluation reports required in this evaluation study contract follows:

Year 1	October 15, 2004	End-of-Year Progress Report on Evaluation Study for California 21 <sup>st</sup> Century High School ASSETs Program (Note: for purposes of this study, Year 1 of implementation by grantees shall be identified as May 2003-June 30, 2004, due to the delay in distribution of grantee awards for the first year of funding, 2002-2003.)
Interim Evaluation	October 15, 2005:	Interim Report (draft version) of California 21 <sup>st</sup> Century High School ASSETs Evaluation
	Dec. 1, 2005:	Interim Report (final version) of California 21 <sup>st</sup> Century High School ASSETs Evaluation
Final Evaluation	October 15, 2006:	Three-Year Performance Evaluation (draft) of California 21 <sup>st</sup> Century High School ASSETs Program (for purposes of this study, Year 3 of implementation is July 1, 2005-June 30, 2006)
	Dec. 1, 2006:	Three-Year Performance Evaluation and Recommendations (final) of California 21 <sup>st</sup> Century High School ASSETs Program in response to the central issues and questions of this RFP (see Section I. and Section III.A.)

The bidder must address how to provide sufficient time for the preparation, completion, and presentation of these reports in advance of all due dates in order to seek review and comment by the advisory group and CDE staff. The contractor must allow at least three weeks for CDE administrative review and internal processing of the final version of each report in advance of submission by CDE of the final version to the Legislature as required by statute.

**C. 21<sup>st</sup> Century High School ASSETs Report Content**

Following is a summary of the program evaluation reporting content as described in the enabling legislation for the 21<sup>st</sup> Century High School ASSETs program, as noted on page 4 of this RFP. The contracted independent evaluator must include these requirements along with answers to the central program evaluation questions (see Section III, Item A of this RFP) in the formal evaluation reports for this study.

1. "The State Department of Education shall order an independent evaluation of the program funded pursuant to this article to be prepared and submitted to the Legislature. The evaluation shall include a comparison of outcomes for participating pupils and similarly situated pupils who did not participate in a program. An interim evaluation shall be submitted to the Legislature 180 days after the completion of the second year of the program, and a final evaluation shall be submitted 180 days after the completion of the third year of the program." (Education Code Section 8428)

2. "The State Department of Education shall provide the results of that evaluation and work with the Legislature, the Department of Finance, program providers, and other interested parties to adopt or restructure a high school after school program for California that is both programmatically and fiscally sound." (Education Code Section 8484.8 (h))
3. "Of the funds appropriated for the program in the first year, two hundred fifty thousand dollars (\$250,000) shall be allocated to the State Department of Education to conduct a three-year evaluation of the programs established pursuant to this article and to make recommendations for future program expansion." (Education Code Section 8425 (a))

**D. Publishing Results of the Evaluation**

The contractor, in partnership with CDE staff, may publish the results of this work in professional journals or present the results at conferences and meetings. However, such publication or presentations must occur only after involvement, discussion, and approval by CDE to ensure appropriate protection of all sites and individuals involved, as well as appropriate timing of the release of information. The bidder must address strategies and venues for dissemination to anticipated professional groups. CDE reserves the right to approve or refuse further publication of results.

**E. Ownership by CDE**

The information collected, the data collection instruments developed, support documents, and the reports prepared and submitted to the CDE become the property of CDE. Any use of these materials by the contractor for reasons separate from completion of contract requirements, during or subsequent to the contract period, may be done only with the written permission of the CDE. It is incumbent upon the contractor to secure this permission. The bidder must include a statement of the comprehension of and compliance with these provisions in the proposal.

## **VI. PROPOSAL SPECIFICATIONS**

**A. General Requirements**

It is essential that the proposal submitted comply with the format and content requirements detailed in this section. Ten separate sets of the proposal must be clearly labeled on the outside of the envelopes with the proposal title, as follows:

*Proposal: Evaluation Study of the 21<sup>st</sup> Century High School ASSETs Program*

Each bidder must submit to CDE a proposal that provides proof of the bidder's relevant experience, qualifications to conduct the required activities, and approaches to completing those tasks. Separately, each bidder must submit ten separate copies of the cost proposal (sealed) describing the estimated costs for doing so. The After School Partnerships Office must receive ten copies (one signed original and nine copies) of the technical proposal and ten copies of the cost proposal (sealed) by no later than 10:00 a.m. on May 20, 2003. The proposal package may be hand-delivered or mailed to:

California Department of Education  
After School Partnerships Office  
ATTN: Judi Brown, Consultant  
1430 N Street, Suite 6408  
Sacramento, CA 95814

The bidder is responsible for ensuring that the proposal is received in the After School Partnerships Office (Suite 6408) by the time specified. Proposals not received at the location listed above by the date and time specified will not be accepted and will be returned to the sender marked "LATE RESPONSE."

Submittal of a proposal constitutes a release of information and waiver of the individual's right of privacy with regard to information provided in response to the RFP. Ideas and formats presented in any proposal will become the property of the CDE.

B. Disabled Veteran Business Enterprise Participation Goal  
Public Contract Code Section 10115 requires that State contracts have a participation goal of three percent for disabled veteran business enterprises (DVBE) as defined in Military and Veterans Code Section 999 (see Attachment 3A). In addition, Public Contract Code Section 10115.2 requires that contracts be awarded "to the lowest responsible bidder meeting or making good faith efforts to meet these goals."

The DVBE is part of the Technical Proposal; therefore, do NOT include any dollar figures in the related attachments. Any reference to price, costs, or other financial information must be redacted before submitting the Technical Proposal. Attachment 3B, Summary of DVBE Participation, must not include dollar figures—the fourth column is labeled "% of Total Bid."

In order to be responsive to this RFP, the bidder must comply with either (1) or (2) below and so indicate on Attachment 3, Compliance with DVBE Participation Goals. Bidders should base the DVBE percentage on the net cost they are proposing. No dollar amounts shall be included on Attachment 3B. IF ANY DOLLAR AMOUNTS APPEAR ON ATTACHMENT 3B OR IN ANY MATERIALS SUBMITTED FOR DVBE REQUIREMENTS OR IN ANY OTHER PART OF THE TECHNICAL PROPOSAL, THE PROPOSAL WILL BE DISQUALIFIED.

1. "Meeting the goal":

- Commit to using DVBEs for not less than 3 percent of the contract amount; or
- The bidder is a DVBE and will use its own resources for not less than 3 percent of the contract amount.

Compliance with "meeting the goal" shall be certified by completing the Summary of Participation sheet (Attachment 3B). In each selected DVBE, the proposal must include a copy of the certification letter from the Office of Small Business and Disabled Veteran Business Enterprise Certification (OSDC) and a letter of commitment from the DVBE (all dollar amounts must be redacted).

Attachment 3B shall include the name and the location of the place of business of each subcontractor certified as a DVBE who will perform work or labor or render service in connection with the performance of the contract and who will be used to fulfill DVBE

participation goals. The bidder shall list only one subcontractor for each portion of work identified by the bidder.

2. "Making a good faith effort" to meet the goals by doing **all** of the following:

- Contact the CDE Contracts Office at (916) 322-3050 for assistance in identifying potential DVBEs that could provide goods/services applicable to this contract; and
- Contact other state and federal government agencies and local DVBE organizations to identify potential DVBEs which could provide goods/services applicable to this contract (see Attachment 3C); and
- Advertise in trade papers and papers focusing on DVBEs at least fourteen (14) calendar days prior to the due date for the proposal; and
- Send solicitations to DVBEs potentially qualified to provide goods/services under this contract with sufficient lead time to allow full consideration of responses; and
- Fully consider responses from DVBEs for participation in this contract.

Compliance with "good faith effort" shall be documented by completion of Attachment 3C indicating dates/times/contact names for agencies contacted; names of papers used and date(s) of advertising and a copy of the advertisement; names of potential DVBEs solicited and date(s) of solicitation; and names of those considered for participation and, if applicable, the reasons for non-selection.

Final determination of either "goal attainment" or "good faith effort" by the bidder shall be at the sole discretion of the CDE.

#### C. Technical Proposal Sections

The technical proposal must be presented in a narrative form demonstrating the applicant's ability to meet all qualifications, requirements and standards specified in this RFP. The proposal must contain the following sections:

- Cover Letter;
- Table of Contents;
- General Approach;
- Work Plan;
- Detailed Evaluation Study Design;
- Management and Staffing;
- Related Experience;
- Examples of Previous Work;
- References; and
- Completed documents: Nondiscrimination Compliance Statement, Small Business Preference Sheet, Compliance with Disabled Veteran Business Enterprise Goals, State Drug-Free Workplace Certification, and Certificate Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements.

The format for the proposal is as follows: no more than 40 pages with double spacing (or 1.5-spacing at least), one-inch margins on all sides, and in 12-point font. The 40-page limit includes the General Approach, Work Plan, Detailed Evaluation Study Design, Management and Staffing, and Related Experience. This 40-page limit excludes the required attachments, examples of previous work, and references. Each page of the

proposal must be numbered consecutively at the bottom of the page. Each of the 10 sets of the proposal (including attachments, examples of previous work, and references) must be stapled in the upper left-hand corner.

Do not attach pamphlets, letters of support (except from any proposed sub-contractors), or other items that are not specifically requested in this section.

The Cover Letter must be signed by the individual qualified to make the offer and to perform the work described. In the case of organizations, an individual signing this letter must indicate his/her position title, certifying that s/he is authorized to make the offer on behalf of the organization and will be the lead evaluator and contact for this study.

The Table of Contents must identify major points of discussion by page.

The General Approach must provide an overview of the approach to be taken in providing the services described in the Scope of the Evaluation Study.

The Work Plan must describe in detail the tasks and activities to be undertaken in order to accomplish the scope and purpose of the project and produce the required final products.

Any anticipated theoretical or practical problems associated with the completion of each task must be discussed, and solutions, alternatives or contingency plans related to these problems must be proposed as appropriate. The work plan must include proposed task initiation and completion dates and levels of effort (estimated hours) by task for proposed personnel.

The Detailed Evaluation Study Design must provide an extensive description of the three years of the proposed evaluation study based on information from this RFP and must include activities related to the evaluation questions and components, and products.

The Management and Staffing section must present a plan for the internal management of contract work that will ensure accomplishment of the activities. The proposal must include in this section:

- Evidence that the bidder has a minimum of two years of recent experience (one of which must be within the last three years) in the development and operation of projects similar to that described in this RFP (see details in Rating Criteria, RFP Section XI);
- A staff organizational plan/chart for the evaluation study, identifying, by name the staff to be assigned to the project and showing the project's relationship to the organization's structure;
- The amount of time to be devoted to activities;
- Lines of responsibility and approval authority;
- The name of the person who will act as the lead for the evaluation contract (project manager or director) and who has at least two years of recent experience in managing similar projects of comparable scope and size;



- A clear description of the relationship of each position to the work plan and the amount of time each staff person will spend on the evaluation study;
- Identification of the individuals proposed to fill professional positions with accompanying resumes that are sufficiently detailed to allow an evaluation of the person's competency and expertise.

In addition, the qualified bidders must have experience with and knowledge of the following:

- Quantitative research, especially statistical analysis and interpretation of standardized test scores and other student achievement data;
- Qualitative research, especially survey, on-site observational, interview, case study, and focus group methodologies, and content analysis;
- Cost benefit and/or cost effectiveness analyses;
- Current knowledge and research relative to programs beyond the regular school day experience and principles of youth and community development;
- Knowledge of California Content Standards (grades 9-12), the California High School Exit Exam, and California standards-aligned assessments (grades 9-12);
- Best practices in support of student learning with standards-aligned curriculum, instruction, assessment, and methods of intervention and differentiated instruction to accelerate student learning;
- Recent experience, within last three years, in conducting research and/or evaluation studies in low achieving schools, especially California high schools.

If a subcontractor will be used, this section must include letters of commitment from the subcontractor(s) and documentation of their ability to fulfill the scope of work. The letters must specify the tasks to be performed by the subcontractor. Resumes must be provided for professional positions to demonstrate appropriate experience; expertise must be specified. The bidder must not include any subcontractor rate information in the technical proposal. Subcontractor rate information must be included only in the cost/price proposal.

The Related Experience section must describe the experience of the bidder in providing services required, including discussion of previous related work, and must address the specific experience and expertise requirements to meet the Minimum Qualifications and Evaluation Criteria described in Section XI.

The Examples of Previous Work section must include two samples of an evaluation study design and their accompanying final evaluation reports developed and prepared by the contractor. A bidder must provide three copies of such products with the technical proposal package.

The References section must include three client references relevant to the scope and complexity of the services required by this RFP. These references must include a description of the services performed, the date of these services, and the name, address, and telephone number of the client reference.

The Nondiscrimination Compliance Statement (Attachment 1) must be signed and dated with the original signature on the statement attached to the original set of proposal documents.

The Small Business Preference Sheet must be completed (Attachments 2). If the preference is being claimed, a copy of the certification letter from OSDC must be included.

The Disabled Veterans Business Enterprise (DVBE) Goals (see RFP) in accordance with instructions in Attachment 3C (Attachment 3, Attachment 3B, OSDC certification letter and letter of commitment for each selected DVBE; and/or “good faith effort” documented in Attachment 3C).

The State Drug-Free Workplace Certification (Attachment 4) must be signed and submitted.

The Certificate Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (Attachment 7) must be signed and submitted.

**D. The Cost/Price Proposal – Submit Competitive Bid Separately**

The Cost/Price Proposal must be sealed and submitted separately and contain the following:

- Labor cost detail, including hourly or billing rates for all personnel and the total number of hours projected for this project
- Operating expense detail for line items of \$500 or more including travel, MIS software, and the bidder’s indirect costs for the proposed activities (Please note that this contract does not allow for the purchase of equipment.)
- Travel expenses computed, and reimbursed, per state travel rates (see Attachment 5)
- Identification of costs by task and by total for each year and for the entire project
- Any subcontractor expenses displayed in the same manner as the preceding breakdown

**DO NOT include the budget or any related financial information with the technical proposal.**

Along with the ten sets (original and nine copies) of the proposal, the cost/price proposal (ten copies) must be submitted in ten separate sealed envelopes that have the following printed on the outside of each sealed envelope:

**Evaluation Study of the 21<sup>st</sup> Century High School ASSETs Program  
Competitive Bid**

Do not open before 10 a.m., May 27, 2003  
After School Partnerships Office, CDE  
1430 N Street, Suite 6408  
Sacramento, CA 95814

**VII. CONTRACT MONITORING**

During the period of this evaluation study, a consultant from the CDE After School Partnerships Office will be monitoring this contract via the following activities:

- Reviewing contractor's invoices and annotations of related activities (quarterly)
- Reviewing contractor-written quarterly progress reports with summary of data and/or issues identified to date
- Reviewing contractor's draft and final evaluation reports and products
- Participating in monthly phone conversations and quarterly work sessions between contractor and CDE staff in Sacramento (see Section V for details)
- Participating in quarterly meetings with pilot project team representatives as part of ASSETs Learning Community
- Participating in semi-annual meetings with the advisory group for the study.

The quarterly work sessions between CDE consultant and contractor will ensure the cooperative resolution of issues and sharing of information pertinent to the evaluation. CDE also reserves the right to attend and to participate in the contractor's staff planning and deliberative meetings about the study, as appropriate or as needed.

## **VIII. CONTRACT TERMS AND REQUIREMENTS**

### **A. Compensation**

Payments will be made in arrears on a quarterly basis upon receipt of an itemized invoice with annotation of work related to each invoice item, and summary progress report of activities and data collections. The State shall retain from each payment an amount equal to 10 percent of the payment. The contractor's invoice must show a deduction of 10 percent retained from the billing amount. Release of the 10 percent of the evaluation study contract is contingent upon the contractor's satisfactory completion of and acceptance by CDE of the final work required of the contract. Final payment for the contract will not be made until CDE accepts and approves the contracted work as satisfactorily completed and the state contract monitor completes a Std. 4 document to this effect.

All travel costs shall be reimbursed at rates not to exceed those established for non-represented employees of CDE, computed in accordance with and allowable pursuant to applicable Department of Personnel Administration regulations (Attachment 5).

Surplus funds from a given line item of the budget, up to 10 percent of that line item, may be used to defray allowable direct costs under other budget line items with prior CDE approval. Any budget line item change of more than 10 percent also requires prior CDE approval, a contract amendment, and approval by the State Department of General Services if required by state law or policy. Changes cannot be made which increase the rates of reimbursement.

### **B. Staff Replacements**

The contractor will be required to obtain prior approval from the CDE contract monitor before changing professional project personnel.

### **C. Ownership of Materials**

The CDE reserves the exclusive authority to copyright, publish, disseminate, and otherwise use materials developed under the terms of this contract.

**D. Retention of Records**

The contractor shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the contractor shall keep them available during the contract period and thereafter for five full years from the date of the final payment. The CDE must be permitted to audit, review, and inspect the contractor's activities, books, documents, papers, and records during progress of the work and for five years following final payment.

**E. Ownership of Equipment**

Purchase of equipment is not permitted under this contract.

**F. National Labor Relations Board Certification**

By signing the contract, the contractor swears under penalty of perjury that no more than one final unappealable finding of contempt of court by a federal court has been issued against the contractor within the immediately preceding two-year period because of the contractor's failure to comply with an order of a Federal Court which orders the contractor to comply with an order of the National Labor Relations Board. (This provision is not applicable to public agencies.)

**G. Anti-Trust Claims (Government Code Sections 4552-4554)**

In submitting a bid to a public purchasing body, the bidder offers and agrees that if the bid is accepted, it will assign to the purchasing body all rights, title and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 USC Section 15) or under the Cartwright Act (Chapter 2) commencing with Section 16700 of Part 2 of Division 7 of the Business and Professions Code, arising from purchases of goods, materials or services by the bidder for sale to the purchasing body pursuant to the bid. Such assignment shall be made and become effective at the time the purchasing body tenders final payment to the bidder. If an awarding body or public purchasing body receives, either through judgment or settlement, a monetary recovery for a cause of action assigned under this chapter, the assignor shall be entitled to receive reimbursement for actual legal costs incurred and may, upon demand, recover from the public body any portion of the recovery, including treble damages, attributable to overcharges that were paid by the assignor but were not paid by the public body as part of the bid price, less the expenses incurred in obtaining that portion of the recovery.

Upon demand in writing by the assignor, the assignee shall, within one year from such demand, reassign the cause of action assigned under this part if the assignor has been or may have been injured by the violation of law for which the cause of action arose and (a) the assignee has not been injured thereby, or (b) the assignee declines to file a court action for the cause of action.

**H. Recycled Paper Certification (Public Contract Code Sections 10308.5/10354)**

By signing the contract, the contractor agrees to certify in writing to the CDE, under penalty of perjury, the minimum, if not exact percentage of recycled content, both post-consumer

material and secondary material as defined in Public Contract Code Sections 12161 and 12200, in materials, goods, or supplies offered or products used in the performance of the contract, regardless of whether the product meets the required recycled product percentage as defined in Sections 12161 and 12200. The contractor may certify that the product contains zero recycled content.

**I. Air or Water Pollution Violations (Government Code Section 4477)**

By signing the contract, the contractor swears under penalty of perjury that the contractor is not (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to a cease-and-desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibition; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution. This provision does not apply to public agencies.

**J. Child Support Compliance (Public Contract Code Section 7110)**

By signing this agreement, the contractor acknowledges that (a) it recognizes the importance of child and family support obligations and shall fully comply with all applicable state and federal laws relating to child and family support enforcement including but not limited to disclosure of information and compliance with earnings assignment orders as provided in Chapter 8 (commencing with Section 5200) of Part 5 of Division 9 of Family Code; and (b) to the best of its knowledge it is fully complying with the earnings assignment order of all employees and is providing the names of all new employees to the New Hire Registry maintained by the California Employment Development Department.

**K. Computer Software Copyright Compliance**

By signing this agreement, the contractor certifies that it has appropriate systems and controls in place to ensure that state funds will not be used in the performance of this contract for the acquisition, operation or maintenance of computer software in violation of copyright laws.

**L. Union Organizing and Activities**

By signing the contract, the contractor acknowledges the applicability to the contract of Government Code Section 16645 through Section 16649. The contractor will not assist, promote or deter union organizing by employees performing work on a state service contracting, including a public works contract. No state funds received under this agreement will be used to assist, promote or deter union organizing. The contractor will not, for any business conducted under this agreement, use any state property to hold meetings with employees or supervisors if the purpose of such meetings is to assist, promote, or deter union organizing, unless the state property is equally available to the general public for holding meetings. If the contractor incurs costs or makes expenditures to assist, promote or deter union organizing, the contractor will maintain records sufficient to show that no reimbursement from state funds has been sought for these costs. The contractor shall provide these records to the Attorney General upon request. By signing the contract, the contractor certifies that no request for reimbursement or payment under this agreement will seek reimbursement for costs incurred to assist, promote or deter union organizing.

**M. Access To Pupil Records; Confidentiality**

To the extent it may be necessary for the contractor to have access to individual pupil records, except as to individual pupil records of the results of the academic achievement tests administered pursuant to Education Code Section 60640 (the Standardized Testing and Reporting [STAR] Program), that access is authorized under Education Code Section 49076(a)(3). (School districts shall permit access to pupil records by state education officials or their designees where the information is necessary to evaluate a state supported education program pursuant to state law.)

Pursuant to the additional and specific restrictions in Section 60607(d) and 60641(c), school districts cannot grant access to individual pupil records of STAR test results without the expressed written consent of the parent or guardian of the pupil.

The contractor must provide written assurance that pupil data collected shall be protected in a manner which will not permit the personal identification of pupils or their parents by other than authorized representatives of the contractor who have a need for access to that information to carry out the evaluation, and any personally identifiable data shall be destroyed when no longer needed for the evaluation.

The contractor must also provide written assurance that no STAR test scores that may be obtained for use in this evaluation shall be reported electronically, in hard copy, or in other media, to any audience if the aggregate or group score is composed of ten (10) or fewer individual pupil scores. In each instance in which no score is reported for this reason, the notation shall appear "The number of pupils in this category is too small for statistical accuracy or privacy protection." In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual pupil.

**N. Contract Requirements Related to DVBE Participation Goals**

**Substitution**

If awarded the contract, the successful bidder must use the DVBE subcontractors and/or supplier(s) in its proposal unless the contractor requested substitution via prior written

notice to the CDE and the CDE may consent to the substitution of another person as a subcontractor in any of the following situations:

1. When the subcontractor listed in the bid, after having had a reasonable opportunity to do so, fails or refuses to execute a written contract, when that written contract based upon the general terms, conditions, plans and specifications for the project involved or the terms of that subcontractor's written bid, is presented to the subcontractor by the prime contractor.
2. When the listed subcontractor becomes bankrupt or insolvent or goes out of business.
3. When the listed subcontractor fails or refuses to perform the subcontract.
4. When the listed subcontractor fails or refuses to meet the bond requirements of the prime contractor.
5. When the prime contractor demonstrates to the CDE that the name of the subcontractor was listed as a result of an inadvertent clerical error.
6. When the listed subcontractor is not licensed pursuant to the Contractor's License Law, if applicable, or any applicable licensing requirement of any regulatory agency of the State of California.
7. When the CDE determines that the work performed by the listed subcontractor is substantially unsatisfactory and not in substantial accordance with the plans and specifications, or that the subcontractor is substantially delaying or disrupting the progress of the work.

The request and the State's approval or disapproval is NOT to be construed as an excuse for noncompliance with any other provision of law, including but not limited to the Subletting and Subcontracting Fair Practices Act or any other contract requirements relating to substitution of subcontractors. Failure to adhere to at least the DVBE participation proposed by the successful bidder may be cause for contract termination and recovery of damages under the rights and remedies due the State under the default section of the contract.

#### Reporting

The contractor must agree to provide reports of actual participation by DVBEs (by dollar amount and category) as may be required by the CDE to document compliance.

#### Compliance Audit

The contractor must agree that the State or its designee will have the right to review, obtain, and copy all records pertaining to performance of the contract. The contractor must agree to provide the State or its designee with any relevant information requested and shall permit the State or its designee access to its premises, upon reasonable notice, during normal business hours for the purpose of interviewing employees and inspecting and copying such books, records, accounts, and other material that may be relevant to a matter under investigation for the purpose of determining compliance with this requirement. The contractor must further agree to maintain such records for a period of five years after final payment under the contract.

## **IX. PROPOSAL EVALUATION PROCESS**

Each proposal will be evaluated to determine responsiveness to the requirements and standards as described in this RFP. The CDE reserves the right to reject any or all proposals. Nothing herein requires the awarding of a contract in response to this RFP. The selection process complies with the requirements for competitive bidding in the State Public Contract Code Section 10344(b) requiring prospective bidders to submit their Technical Proposals and Cost Proposals in separate sealed envelopes or packages.

Following the time and date for receipt of proposals, each technical proposal will be opened and evaluated in a two-step process. Step I consists of three parts. Step I, Part 1 addresses the proposal's adherence to format and content requirements. Step I, Part 2 addresses the minimum qualifications of the bidder, the proposed management team, and project coordinators for the subcontractors. Proposals shall be evaluated on a yes/no basis for all criteria in the first two parts of Step I. Receipt of a "no" in either part will result in elimination of the proposal from further consideration.

Step I, Part 3, Technical Evaluation, shall yield numeric score ratings. A review panel using a consensus process will rate each proposal on criteria described in Step I, Part 3. Any technical proposal receiving a rating of less than 90 out of 100 possible points shall be rejected.

Step II of the process is the public opening of the envelope containing the cost/price information. Only those proposals passing the first step of the process shall have their envelopes opened and read. The public opening of the cost/price proposals for those proposals passing all three parts of Step I shall be held:

May 27, 2003, at 10:00 a.m.  
After School Partnerships Office, CDE  
1430 N Street, Suite 6408  
Sacramento, CA 95814

The Small Business Preference will be computed if required documentation is included in the proposal and adjustments to bid prices will be made accordingly. The contract will be awarded to the lowest responsible bidder meeting the specifications described above.

A notice of the proposed contractor to receive the award will be posted for five working days, May 27-June 2, 2003, at CDE Personnel Office, 1430 N Street, First Floor. After the five-day notice has been completed, the proposed awardee will be formally notified. During the same period, all proposals and their respective rating sheets will be available for public inspection within a designated space at the After School Partnerships Office, CDE, 1430 N Street, Suite 6408, Sacramento, during normal business hours.

## **X. CONTRACT AWARD PROTEST PROCEDURES**

If, prior to the formal award, any bidder files a protest with the Department of General Services against the awarding of the contract, the contract shall not be awarded until either the protest has been withdrawn or the Department of General Services has decided the



matter. Within five days after filing the protest, the protesting bidder shall file with the Department of General Services a full and complete written statement specifying the grounds for protest. Protests shall be limited to those specified in Public Contract Code Section 10345 (see Attachment 6).

## **XI. RATING CRITERIA AND EVALUATION <sup>1</sup>**

### **Step I, Part 1: Adherence to Proposal Requirements** (Rated on a Yes/No basis)

- ☐ 1. Letter of Intent received by 10 a.m. on April 23, 2003
- ☐ 2. One original and 9 copies of the technical proposal received by After School Partnerships Office by 10:00 a.m., May 20, 2003
- ☐ 3. The proposal cover letter signed by an authorized representative
- ☐ 4. Cost/price proposal submitted in a separate, sealed envelope
- ☐ 5. Required forms submitted with each copy of the technical proposal:
  - ☐ Nondiscrimination Compliance Statement completed with original signatures on each copy (Attachment 1)
  - ☐ Small Business Preference Sheet (Attachment 2) completed and a copy of the certification letter included if the preference is being claimed, or date of application if not yet certified
  - ☐ Disabled Veteran Business Enterprise (DVBE) Participation Goals (Attachment A) must include the following attachments:
    - ☐ Compliance with DVBE Goals (Attachment 3A)
    - ☐ Summary of DVBE Participation (percents only; Attachment 3B)
    - ☐ Documentation of Good Faith Efforts (Attachment 3C)
    - ☐ Certification Letters
    - ☐ Commitment Letters (dollar amounts redacted)
  - ☐ CDE Contracts Office has determined compliance with DVBE Participation Goals
  - ☐ Certification Regarding Provision of Drug-Free Workplace (Attachment 4)
  - ☐ The Certificate Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements (required for federally funded contracts; Attachment 7)
- ☐ 6. Technical proposal doubled-spaced with one inch margins, in no smaller than 12 point font, not exceeding 40 pages in length, and presented in the format required by the RFP (this 40-page limit does not include the required attachments, examples of related experience, and references)
- ☐ 7. Provide materials and/or descriptions listed below including:
  - ☐ a. A current organization chart indicating staff by name that will be assigned to this project, the amount of time devoted to each task, and list of responsibilities

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<sup>1</sup> This text will be on a review form for proposal review at CDE. Step 1, Parts 1 and 2, will be completed by CDE staff; Step 1, Part 3, will be completed by CDE staff and appointees of the California AfterSchool Partnership Advisory Committee

- \_\_\_\_ b. Resumes for key personnel
- \_\_\_\_ c. Three copies each of two difference examples of an evaluation study design and accompanying final report developed by the bidder
- \_\_\_\_ d. Three client references
- \_\_\_\_ f. Data collection and analysis techniques for obtaining the data necessary to answer the evaluation questions
- \_\_\_\_ g. Explicit statement of the degree to which the evaluation questions can or cannot be answered with the available data; of other proposed data sources to augment those from the CDE; and, of any currently anticipated problems, and their solutions in conducting the study
- \_\_\_\_ h. Scope of the evaluation study addressed
- \_\_\_\_ i. Inclusion in project timelines for Advisory Group and CDE review of draft and final evaluation reports and for internal CDE review and processing prior to report submission to the Governor and the Legislature
- \_\_\_\_ j. Description of products that will enhance the dissemination of the evaluation, including “user-friendly” documents about 21<sup>st</sup> Century High School ASSETs evaluation findings and recommendations
- \_\_\_\_ k. Description of anticipated professional group dissemination venues and strategies
- \_\_\_\_ l. Statement that the bidder understands and will comply with the RFP provision that the 21st Century High School ASSETs evaluation data, data collection instruments, reports, and any other pertinent materials and documents are CDE property, and that the bidder will secure written permission from CDE to use any of these materials during or subsequent to the contract period for purposes other than contract completion (statement is to be an attachment to the proposal).
- \_\_\_\_ m. If applicable, letters of commitment from proposed subcontractors.
- \_\_\_\_ n. Written bidder assurance that pupil records will be handled in accordance with contract terms and conditions (Assurance is to be an attachment to the proposal).

**Step I, Part 2: Minimum Qualifications** (Rated on a Yes/No basis)

Did bidder show clear evidence of meeting the following conditions?

- \_\_\_\_ 1. The bidder has minimum of two years of recent experience (one of which must be within the last three years) in the development and operation of projects similar to that described in this RFP.
- \_\_\_\_ 2. The project manager assigned to this project must have at least two years of recent experience in managing similar projects of comparable scope and size in a large state.
- \_\_\_\_ 3. The staff organizational plan/chart for the evaluation study, identifying, by name the staff to be assigned to the project and showing the project’s relationship to the organization’s structure;
  - \_\_\_\_ a. The total amount of time to be devoted to each task;
  - \_\_\_\_ b. The lines of responsibility and approval authority;
  - \_\_\_\_ c. A clear description of the relationship of each position to the work plan; amount of time each staff person will spend on the project;

- \_\_\_\_\_ 7. Identification of the individuals proposed to fill professional positions with accompanying resumes that are sufficiently detailed to allow an evaluation of the person's competency and expertise.

Did the bidder clearly document experience with and/or knowledge of what follows?

- \_\_\_\_\_ 8. Quantitative research, especially statistical analysis and interpretation of standardized test scores and other student achievement data;
- \_\_\_\_\_ 9. Qualitative research, especially survey, on-site observational, interview, case study, and focus group methodologies, and content analysis;
- \_\_\_\_\_ 10. Cost benefit and/or cost effectiveness analyses;
- \_\_\_\_\_ 11. Current research and best practices relative to academic and enrichment programs beyond the regular school day; and principles of youth development;
- \_\_\_\_\_ 12. California Content Standards (grades 9-12), the California High School Exit Exam, Standards-Aligned State Assessments in California (grades 9-12);
- \_\_\_\_\_ 13. Best practices in support of student learning with standards-aligned curriculum, differentiated instruction, formative assessment, and intervention methods to accelerate student learning;
- \_\_\_\_\_ 14. Recent experience, within last three years, in conducting research and/or evaluation studies in low achieving schools.

**Step I, Part 3: Technical Proposal Evaluation Criteria (100 Points Possible)**

A panel will review the technical proposals on the criteria listed below. The proposal score will be based upon the adequacy and thoroughness of responses to the RFP requirements. Any proposal receiving less than 90 points will be rejected.

- \_\_\_\_\_ 1. Degree of Understanding of the Project (0-10 points)
  - \_\_\_\_\_ a. Degree of understanding of the purpose of the project demonstrated by the bidder (5 points)
  - \_\_\_\_\_ b. Degree of understanding of the scope of the project demonstrated by the bidder (5 points)
- \_\_\_\_\_ 2. Technical Quality of Evaluation Study Design and Work Plan (0-55 points)
  - \_\_\_\_\_ a. Clarity and feasibility of the work plan, and its responsiveness to the requirements of the RFP (10 points)
  - \_\_\_\_\_ b. Appropriateness and comprehensiveness of the evaluation study design in addressing and answering the evaluation questions in the RFP within the context of California educational reform. This includes the appropriateness and comprehensiveness of the proposed instrumentation, data collection and analysis methodologies, and methods for drawing conclusions, producing findings and recommendations from the data (15 points)
  - \_\_\_\_\_ c. Degree to which bidder addresses indicators, confounding variables, and data that reflect the background of California educational reform (5 points)
  - \_\_\_\_\_ d. Degree to which bidder discusses use of available data to answer the central program evaluation questions, other proposed data sources to augment data collected by California schools, districts and CDE, and conceptual or methodological problems surrounding the project with sound proposed solutions (5 points)

- \_\_\_ e. Degree to which bidder addresses coordination with California assessment and accountability practices, collaboration with CDE staff, and consultation with the ASSETs Study Advisory Group (5 points)
- \_\_\_ f. Extent to which bidder discusses how the study will provide information about the implementation, impact, costs, and benefits of 21<sup>st</sup> Century High School ASSETs projects and will make recommendations about these projects in relation to the central issues and questions (10 points)
- \_\_\_ g. Extent to which bidder indicates how and when contractor products and reports will be prepared and furnished to CDE and other pertinent audiences (5 points)
- \_\_\_ 3. Adequacy of Management and Staffing Plan (0-10 points)
  - \_\_\_ a. Quality of the overall project and company management plans, and the degree to which they ensure the efficient operation of the project to fulfill the contract requirements and to accomplish project tasks, including lines of responsibility and approval authority, the person named to serve as project director, and reporting relationships within the project and the company (5 points)
  - \_\_\_ b. The quality and appropriateness of the project's organization and staffing and the extent to which adequate time commitments and staff expertise are provided for each project task; project staff are assigned by name for each task (drawing upon staff's similar past experience to undertake assigned tasks) and the relationship of each position to the work plan is illustrated by the staff organization chart (5 points)
- \_\_\_ 4. Experience and Expertise (see page 23) of Proposed Staff (0-15 points)
  - \_\_\_ a. The appropriateness and applicability of the experience and expertise of proposed staff for the design and implementation of this project (5 points)
  - \_\_\_ b. The extent to which the resumes of staff proposed to fill the professional positions for this study result in a positive assessment by the reviewer of the competency, experience, and expertise of the proposed individuals (5 points)
  - \_\_\_ c. The extent to which the Related Experience section adequately describes the experience of the bidder in providing the services required in this RFP, and the extent to which it addresses the specific experience and expertise requirements to meet the Minimum Qualifications and Technical Proposal Evaluation Criteria described in this RFP (5 points)
- \_\_\_ 5. Previous Work and References (0-10 points)
  - \_\_\_ a. The quality of the previous work samples submitted, the degree to which they reflect sound organization, clear logic, overall readability, and relevance to the proposed project, and the extent to which problems are clearly stated, alternatives explored, and logical solutions presented (5 points)
  - \_\_\_ b. The strength of client references, the relevance of the work performed to the scope and complexity required for this RFP, and the completeness and relevance of references including a description of the services performed, the date of these services, and the purposes for which the services were rendered (5 points)

## **Step II, Public Opening of the Envelope Containing the Cost/Price Proposal**

Only those proposals that receive a score of 90 points and above on the technical proposal advance to this step. A CDE representative will open the sealed cost/price proposals publicly as specified in Section IX, Step II.

A notice of the proposed contractor to receive the award will be posted for five working days, May 27-June 2, 2003, at the CDE Personnel Office, 1430 N Street, First Floor. During the same period, all proposals and their respective rating sheets will be available for public inspection in a designated area within the After School Partnerships Office, 1430 N Street, Suite 6408, Sacramento, during normal business hours.

**Letter of Intent to Apply/Bid for  
21<sup>st</sup> Century High School ASSETs Evaluation Study Contract  
Due to CDE by 10 a.m., April 23, 2003**

After careful review of this Request for Proposal, you must submit this Letter of Intent by April 23, 2003, (10 a.m.) if you plan to submit a bid to continue in the competitive process for the 21<sup>st</sup> CCLC High School ASSETs Program Evaluation Study Contract. CDE will only accept proposals for which it has received a Letter of Intent to Apply by the deadline prescribed. The Letter of Intent to Apply provides CDE with information needed to plan for proposal review.

As there will be no Bidders Conference, you may include questions about the RFP in addition to this Letter of Intent to Apply. CDE staff will only answer questions that are in writing and from the bidders identified by the Letters of Intent. Use appropriate letterhead and restate your fax number and e-mail. CDE will provide the questions with CDE responses to those bidders who submitted a Letter of Intent. (E-mail may only be used if the appropriate electronic signature and letterhead are part of the attachment.) This Letter of Intent and written questions about the RFP must be received by 10 a.m. on April 23, 2003 at:

California Department of Education  
After School Partnerships Office  
ATTN: Judi Brown, Consultant  
1430 N Street, Suite 6408  
Sacramento, CA 95814  
Or  
FAX: 916-319-0221

\_\_\_\_ I/We intend to submit a competitive bid for the 21<sup>st</sup> CCLC High School ASSETs  
Program Evaluation Study Contract by 10 a.m., May 20, 2003.

Name of Firm/Organization:

\_\_\_\_\_

Lead Evaluator (to serve as Lead Contact):

\_\_\_\_\_

Complete Mailing Address:

\_\_\_\_\_

Phone #: \_\_\_\_\_ FAX #: \_\_\_\_\_

Email: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Bidder or Bidder's Representative)

\_\_\_\_\_  
(Title of Bidder or Bidder's Representative)

\_\_\_\_\_  
(Date of Letter of Intent to Apply)